**FRASER CRESCENT SCHOOL**

**Tiips – Teacher Inquiry into Practice System**

**What To Expect: Inquiry process**

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| **PART** | **PURPOSE** | **YOUR PREPARATION** | **Dates** |
| 1. **Initial Inquiry**     [https://encrypted-tbn0.google.com/images?q=tbn:ANd9GcTOx6pdCVKuTllzYfai34FdM7__rIO1PUIy94wUSMgaU5x1lAdXyg](http://www.google.co.nz/imgres?hl=en&safe=off&biw=1680&bih=893&gbv=2&tbm=isch&tbnid=OUkkFNRzRJmMtM:&imgrefurl=http://blog.taigacompany.com/blog/sustainability-business-life-environment/social-media-advancing-the-business-sustainability-conversation&docid=Agew8hJGUs7zfM&imgurl=http://www.activegarage.com/wordpress/wp-content/uploads/changingourworld1.jpg&w=391&h=302&ei=qnqbT-_CGMWaiAf4vIytDg&zoom=1&iact=hc&vpx=569&vpy=401&dur=94&hovh=197&hovw=256&tx=152&ty=74&sig=113460785563914942861&page=3&tbnh=158&tbnw=205&start=64&ndsp=35&ved=1t:429,r:16,s:64,i:)  **Conversation** | **A chance to discuss your draft inquiry and formulate a plan.** | Be able to articulate what the current needs of your class are and have current evidence with you that you are using to inform your decision.  Have made a decision about one group in particular.  Explain what the data is saying is a specific focus for that group.  Formulate a tight inquiry question.  Be prepared to unpack the content knowledge required and begin to formulate an action plan.  Finish the session by revisiting the inquiry question; does it match the action plan?  What supports does the teacher need? |  |
| 1. **Monitoring** 2. **Follow Up meetings** | **A chance to revisit your inquiry with support.** | Throughout Term 2 & 3 you will be answering your inquiry question via your reflective journal [action plan and implementation part of the inquiry process]. The journal is where you put any evidence you feel shows the journey you are taking. This should also include any reflective statements.  Come to these meetings prepared to share what you have in your journal so far and where you have got to go. |  |
| 1. **Evaluate** | **A chance to evaluate and celebrate changes.** | This meeting will take place in Term 4.  It will be a chance to look at the new data – what is it now telling me?  What changes have occurred?  Was it what I expected?  What can I celebrate?  What were the positive outcomes and how can I share these?  What next for my teaching |  |

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**Inquiry Timeline**

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| --- | --- |
| **When** | **What** |
| February – to start the year | Based on last year’s writing data [November] come up with a draft inquiry question. |
| Throughout Term 1 | Monitor draft inquiry question in reflective journal and discuss in on-going monitoring meetings with syndicate. |
| Week 1-2 of Term 2 | Initial inquiry conversation based on new and recent data gathered at the end of Term 1. |
| Week 4-5, 9-10 | Inquiry monitoring meetings |
| Week 5, Term 2. Week 8 Term 3 | Two Practice Analysis Conversations a year to assist with monitoring of inquiries. |
| On-going throughout the year – 2 per term | Monitoring meetings to take place |
| Final evaluation [appraisal] meeting | Early term 4. |

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**Monitoring Meetings**

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| --- | --- |
| **Conversation Leader**  **Your role is to ensure the conversation stays on track and that each question and response encourages critical reflection.** | **Observer**  **Your role is to observe the conversation.**  **You may be also thinking about how this may look when you are actively involved.** |
| **Teacher**  **Your role is to share your evidence and the progress around your inquiry. You are encouraged to be reflective and open to critical questioning throughout the conversation.** | **Listener/Note taker**  **During the conversation, your role is to note the answer to the following questions:**   1. pwen263lWhere is the teacher at presently with their inquiry? 2. What needs to happen next to improve learning and thinking [student & teacher]? 3. What support does the teacher require from the leadership team? 4. How will the inquiry be monitored and when?   **And at the end of the conversation your role is to read back what the teacher has said and allow them the opportunity to add or change.** |

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**Appraisal: Literacy Inquiry**

**Name:**

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| **Hat theme has fallen out of your most recent student data?** | **Focus Group most concerned with:**  **What is informing my concern and how will I know later that I have been successful?** | **Content Knowledge**  **What do my students need to learn?** | **Pedagogical Knowledge**   * **DAT’s** * **Instructional Strategies** | **What does the data suggest is a priority?** |
| **Comprehension Strategies**  **Vocabulary** | **e-asTTle Data**  **Journal**  **“Will teaching my level 2 students a range of startegies to understand new vocabulary they want to improve their e-asTTle outcomes?”** | **How to chunk words.**  **How to look for root words.**  **How to read around the word.**  **How to use the dictionary to find unknown meanings.**  **Practice new words.**  **Link to prior knowledge/** | **DAT’s – deliberate Acts of Teaching**  **Modelling**  **Think aloud**  **Being explicit**  **Instructional strategies**  **Give them opportunities to talk**  **For students to complete activity together as teams rather than individuals.** | **e-asTTle data**  **Journal** |

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| **HOW/ACTION:** | **BY WHEN:** | **SUPPORT REQUIRED:** | **COMMENT** |
| * Brainstorm their thoughts around what motivates our group. * Open them up to new ideas to give them a different perspective. * Activities that lend themselves to doing and talking. * Reflection on what they currently do to unpack words. * Have a SC that relates to content knowledge * Treasure Chest * Interesting word chart * Strips for introducing key words and meanings. * Focussing on taking students from receptive to productive language i.e. having learnt the word in a context, transferring to another context. * Link into ESOL on line for graphic organisers to assist students to think about what they do to figure out words. |  |  |  |

EVALUATION:

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| EVIDENCE FROM REFLECTIE JOURNAL [DOCUMENTATION] | SUMMARY: | NEXT STEPS…. NEXT INQUIRY |
|  |  |  |